

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language Ongoing in all areas of curriculum	Ongoing: *Children will develop pronunciation *Children will learn and know many rhymes and sing a large repertoire of songs *Children will develop communication but may have problems with irregular tenses *Children will use a wide range of vocabulary *Children will enjoy listening to stories *Children will use talk in their play					
			*Children will understand an instruction that has more than 1 part *Children will use longer sentences of more than 4 and 6 words	*Children will enjoy listening to stories and will be able to recall much of what has happened. *Children will be able to pay attention to more than 1 thing. *Children will understand an instruction that has more than 1 part *Children will use longer sentences of more than 4 and 6 words *Children will use vocabulary to express a point of view *Children will start and continue a conversation with an adult/friend that has	*Children will understand an instruction that has more than 1 part *Children will enjoy listening to stories and will be able to recall much of what has happened. *Children will be able to pay attention to more than 1 thing. *Children will be able to ask why questions *Children will use longer sentences of more than 4 and 6 words *Children will use vocabulary to express a point of view *Children will start and continue a	*Children will understand an instruction that has more than 1 part *Children will enjoy listening to stories and will be able to recall much of what has happened. *Children will be able to pay attention to more than 1 thing. *Children will be able to ask why questions *Children will use longer sentences of more than 4 and 6 words *Children will use vocabulary to express a point of view *Children will start and continue a

				several turns	conversation with an adult/friend that has several turns	conversation with an adult/friend that has several turns
<p>Strategies and ideas:</p> <ul style="list-style-type: none"> - Model language using full sentences and correct pronunciation - Extend vocabulary and sentences that the children have used - Build vocabulary - Word of the week - Daily story - Daily singing / rhymes - Understanding and following simple instructions - Why and I wonder questions - P4C questions / pictures / debates - Open ended questions - Listening and talking openly in a group, listening to others thoughts and ideas and responding 						
	<p>Words of the week - family, weekend, sibling, house, teeth, independent, toilet, emergency</p>	<p>Words of the week - beanstalk, witch, tower, forest, invitation</p>	<p>Words of the week - Smell, taste, touch, pomegranate, melting,</p>	<p>Words of the week - Celebration, dance, lantern, fireworks, festival, Diwali</p>	<p>Words of the week - Caterpillar, habitat, millipede, information, symmetrical, antennae</p>	<p>Words of the week - Treasure, submarine, ocean, pollution</p>
<p>Literacy</p> <p>Picture books, fiction and non-</p>	<p>Ongoing :</p> <ul style="list-style-type: none"> *Print has meaning (-Print in environment /logos) *Print has different purposes (-Print in environment /logos) *We read from left to right and top to bottom (-difference between picture and text and the idea of a 'word') 					

fiction books	<p>*Naming different parts of a book (Share different parts of the book e.g cover, author, pages, looking after books)</p> <p>*Use some of their knowledge of print in early writing</p> <ul style="list-style-type: none"> - Listening and joining in with stories, rhymes and songs - lots of opportunities to write 		
<p>Literacy</p> <p>Picture books, fiction and non-fiction books</p>			<p>*Children should recognise words with the same initial sound</p> <p>*write name</p> <p>*write some letters accurately</p> <p>*Engage in extended conversations about stories using new vocabulary</p> <p>*Use some of their letter knowledge in early writing</p>
<p>Literacy through Read Write Inc.</p>	<p>Follow letters and sounds planning Phase 1 aspects 1 – 4</p> <p>1 – general sound discrimination – environment</p> <p>2 – general sound discrimination – instrumental sounds</p> <p>3 – general sound discrimination – body percussion</p> <p>4 – rhythm and rhyme</p> <p>*Children should be taught to spot and suggest rhyme</p> <ul style="list-style-type: none"> - Listening and joining in with stories, rhymes and songs 		<p>Follow letters and sounds planning Phase 1 aspects 5–7</p> <p>5 – alliteration</p> <p>6 – voice sounds</p> <p>7 – oral blending and segmenting</p> <p>RWI introduce picture side of set 1 sounds</p> <ul style="list-style-type: none"> - initial sounds in words / their name / changing initial sounds to create words that rhyme